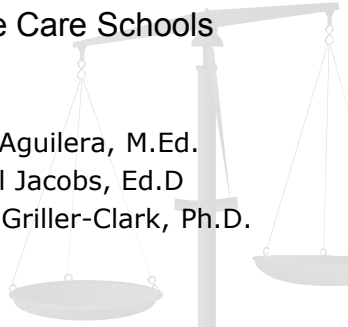


What Every Educator should know about Transition of Youth from Secure Care Schools

- Sue Aguilera, M.Ed.
- Gail Jacobs, Ed.D.
- Heather Griller-Clark, Ph.D.



What will be Covered!

- Secure Care Overview
- Transition in Secure Care Schools
- Data—Best Practices for Transition
- Tools, Strategies and Ideas
- Contact Information
- Questions???



Juvenile Justice System Today in Arizona

- Arizona Department of Juvenile Corrections:
Long-term Students ages 8-18
- County Detention Facilities:
Short-Term ages 8-18
- County Jails: Students up to 22
- Arizona Department of Corrections:
Juveniles under 18 and adults



Commitment Youth 2010

Juveniles under 18 who come under juvenile court jurisdiction and are adjudicated to County Detention or ADJC generally fall into 3 categories

Dependent and Neglected Children



- Not accused of any crime
- Abandoned, abused, or neglected by their parents
- (Not adjudicated to ADJC or detention unless one of the next 2 categories)

Status Offenders

- Charged with offenses that would not be crimes if committed by adults
- Examples: truancy, curfew violation, running away from home, being incorrigible or “beyond the control” of their parents

Delinquents



- Children charged with offenses that would be crimes if committed by adults

Adjudicated Offenses

ADJC – 2009 New Commits

COMMITTING OFFENSE	
Property Offenses	39.7%
Crimes Against Persons	21.3%
Drug Offenses	15.4%
Public Order Offenses	15.0%
Weapons Offenses	5.3%
All Other Offenses	3.3%
Total	100%

Review of the Literature

- In comparing educational deficiencies of a statewide sample of delinquent students and a matched sample of non-delinquent students, it became clear the delinquent youth had:
 - Lower GPAs
 - Poorer attendance in schools
 - Retention in the same grade
 - More disciplinary actions (Wang, Blomberg, & Li, 2005)
 - Fifth to ninth grade performance with delays in reading and math (Foley, 2001)

Profile of Delinquent Youth

- Typically, our students have not been successful in the traditional school setting

Approximately . . .

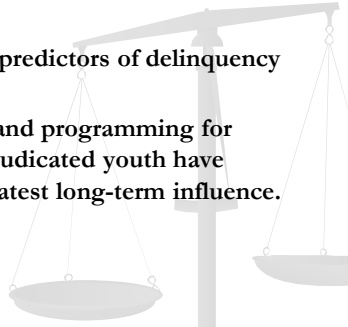
- 72.7% come to us below grade level
- 20.4% arrive three or more years below grade level
- Many have been out of school for at least 2 years.
- 90% have been suspended at least once.

Transition starts upon entering RAC Reception, Assessment and Classification

- RAC: Students entering ADJC are: physiologically assessed, language assessments conducted, and student interviews conducted
- Academic and career assessment
- Students' records requested from districts for review for any Special Education data.

Academic Performance and Transition

- Two important predictors of delinquency and recidivism
- The education and programming for transition of adjudicated youth have perhaps the greatest long-term influence.



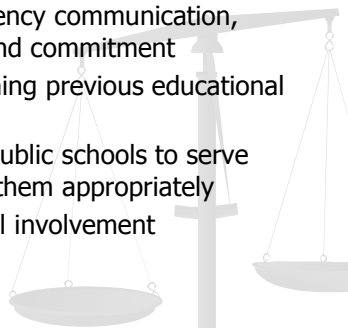
Transition at ADJC

- Fully Accredited High School Curriculum
- Career and Technical Classes
- Transition School to Work Program
- College Credits
- High School Diplomas
- Special Education
- Transition Coordinators



Obstacles to Transitioning Youth from Secure Care Schools

- Lack of interagency communication, coordination, and commitment
- Difficulty obtaining previous educational records
- Reluctance of public schools to serve youth or place them appropriately
- Lack of parental involvement



Toolbox

Research indicates eight features of instruction that are relevant to adolescents:

- Sequencing of the lesson unit
- Step-by-step prompts
- Drill/repetition/feedback on critical aspects
- Questioning
- Individualization
- Breaking down the lesson into smaller segments and connecting them with prior knowledge
- Integration of technology
- Small group instruction



Intervention Tools

- Teaching Strategies
- Define your Expectations
- Peer Mentors
- Adult Support
- Reality based education---their reality
- Goal setting toward careers
- Resiliency Factors
- Social Skills Development
- Utilize ADJC support system



Defining our Tools



ADJC Support System Transition Coordinators

ADJC Transition Coordinators

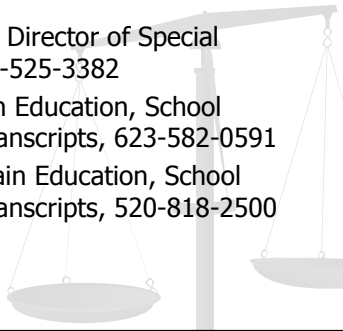
- Meet with student and family
- Meet with school officials and help with student placement
- Advocate for student, attend school meetings, assist with paperwork, transcripts, IEPs and other school records
- Work with student and school to make a smooth transition into the community.

Transition coordinators know the student's individual skills, abilities, behavior, grades, health issues and special education needs. They are the liaison from secure care schools to your schools.



ADJC Support Contacts

- Dr. Gail Jacobs, Director of Special Education, 602-525-3382
- Adobe Mountain Education, School Records and Transcripts, 623-582-0591
- Catalina Mountain Education, School Records and Transcripts, 520-818-2500



Transition Coordinators Contacts

- Ilda Veloz: 602-206-0125
- Mahogany Cherry: 602-527-1993
- Dan Ochsner: 602-526-7453
- Janet Cole: 602-526-7641
- Deborah Dixon: 520-349-7750

QUESTIONS ???

